

# YEAR 2 – Term 6

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Performing</b>	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Being Imaginative and Expressive ELG</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Use <b>tuned and untuned instruments</b> to perform and choose sounds to represent different things.</p>	<p>Perform simple patterns and accompaniments keeping a <b>steady pulse/beat</b>.</p>	<p>Play clear notes on <b>tuned</b> instruments and use different <b>elements in composition</b> (rhythm, pulse, pitch, tempo). Play <b>untuned</b> instruments with a <b>steady rhythm</b>. Sing in <b>tune</b> with <b>expression</b> and <b>control</b>. Perform actions in time with a song. Play and perform in <b>solo</b> and <b>ensemble</b> contexts.</p>	<p>Sing songs from memory with <b>accurate pitch</b>. Copy short <b>melodic phrases</b> on a tuned instrument. Sing in different <b>time signatures</b>.</p>	<p>Maintain own part whilst others are performing their part. Play <b>melodies</b> on tuned percussion.</p>	<p>Sing in <b>harmony</b> confidently and accurately. Perform parts from memory Take the lead in a performance. Perform using <b>notation</b>. Perform in an <b>ensemble</b>.</p>
<b>Composing</b>		<p>Make a <b>sequence</b> of sounds and respond to different moods in music. Show sounds by using <b>pictures (graphic notation)</b>.</p>	<p>Order sounds to create a beginning, middle and an end. Create music in response to different starting points. Choose sounds which create an <b>effect</b>. Use <b>symbols</b> to represent sounds.</p>	<p>Combine different sounds to create a specific mood or feeling. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>). Compose <b>melodies</b> and <b>songs</b>.</p>	<p>Use <b>notation</b> to record compositions in a small group or individually. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>).</p>	<p>Compose music which meets specific criteria Choose the most appropriate <b>tempo</b> for a piece of music Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>). Compose a <b>short ternary piece</b> (3 elements).</p>	<p>Use a variety of different devices in composition (including melody, rhythms and chords) Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>). Compose a <b>melodic phrase</b> using the <b>pentatonic scale</b>.</p>
<b>Listening</b>		<p>Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b>. Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b>. Recognise <b>repeated patterns</b>.</p>	<p>Make <b>connections</b> between <b>notations and musical sounds</b>. Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b>.</p>	<p>Identify repetition, contrasts and variations.</p>	<p>Explain why silence is often needed in music and explain what effect it has. Identify <b>major and minor chords</b>. Identify the stories, origins, traditions, history and social context of the music they are listening to.</p>	<p>Repeat a phrase from the music after listening intently.</p>	<p>Identify a variety of pieces of music and their characteristics.</p>
<b>Using and Understanding</b>		<p>Make different <b>sounds</b> with <b>voice and instruments</b>. <b>Follow instructions</b> about when to <b>play and sing</b>. Sing familiar songs in <b>high</b> and <b>low</b> voices. Copy sounds at the same <b>pitch</b> Clap and repeat short rhythmic and <b>melodic patterns</b>.</p>	<p><b>Sing or clap</b> increasing and decreasing <b>tempo</b>. Sing following a <b>melody</b> at a given <b>pitch</b>. Play simple <b>rhythmic patterns</b> on <b>tuned and untuned instruments</b>.</p>	<p>Create repeated patterns with different instruments. Move to a <b>steady beat</b>, changing with the <b>tempo</b> of the music. Use and understand <b>staff</b> and other <b>musical notations</b>. Improve work; explaining how it has been improved.</p>	<p>Use notation to record and interpret sequences of pitches</p>	<p>Use a music diary to record aspects of the <b>composition process</b>. Suggest improvements to their own or others work. Use notation to record groups of <b>pitches (chords)</b>. Recognise and use basic structural forms, such as <b>rounds, variation, rondo form</b>.</p>	<p>Analyse features within different pieces of music. Refine and improve their own work. Recognise different forms of notation serve different purposes and use appropriately.</p>
<b>Appreciating</b>		<p>Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Use musical words to describe a piece of music and <b>compositions</b>. Use musical words to describe what they like and do not like about a piece of music.</p>	<p>Identify and describe the different purposes of music</p>	<p>Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful.</p>	<p><b>Evaluate</b> how the venue, occasion and purpose affects the way a piece of music is created</p>
<b>History of Music</b>	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Being Imaginative and Expressive ELG</p> <p>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>			<p>Recognise the work of at least one <b>famous composer</b>.</p>	<p>Begin to identify the style of work of Beethoven, Mozart and Elgar</p>	<p>Contrast the work of a famous composer with another and explain preferences</p>	<p>Compare and contrast the impact that different composers from different times have had on people of that time</p>

Past and Present ELG

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  
Understand the past through settings, characters and events encountered in books read in class and storytelling.

## EXPLORE IMPROVISATION COMPOSITES

use their voices expressively and creatively by singing songs and speaking chants and rhymes  
play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music  
experiment with, create, select and combine sounds using the inter-related dimensions of music

## COMPONENTS

	1	2	3	End Point
	What is improvisation?	Can I improvise using questions and answers?	Can I improvise using beat groupings?	Children will understand what improvisation is, improvise using questions and answers and improvise using beat groupings.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Expression			Children will be able to perform simple patterns and accompaniments keeping a steady pulse/beat.
	Technique	Technique	Technique	Children will be able to play simple rhythmic patterns on tuned and untuned instruments.
	Critical Thinking	Critical Thinking	Critical Thinking	Children will be able to listen for elements of music and discuss what they have heard and how the music made them feel.
		Composition	Composition	Children will be able to compose a piece of music using the knowledge they have learnt.
<b>SKILLS</b>	<b>Sing or clap increasing and decreasing tempo.</b> <b>Listen for elements of music, such as, pulse/beat, rhythm and pitch.</b>	<b>Order sounds to create a beginning, middle and an end.</b> <b>Create music in response to different starting points.</b> <b>Choose sounds which create an effect.</b> <b>Listen for elements of music, such as, pulse/beat, rhythm and pitch.</b> <b>Play simple rhythmic patterns on tuned and untuned instruments.</b>	<b>Play simple rhythmic patterns on tuned and untuned instruments.</b> <b>Order sounds to create a beginning, middle and an end.</b> <b>Create music in response to different starting points.</b> <b>Choose sounds which create an effect.</b>	Children will be able to: <ul style="list-style-type: none"> <li>• Sing or clap increasing and decreasing tempo.</li> <li>• Listen for elements of music, such as, pulse/beat, rhythm and pitch.</li> <li>• Order sounds to create a beginning, middle and an end.</li> <li>• Create music in response to different starting points.</li> <li>• Choose sounds which create an effect.</li> <li>• Play simple rhythmic patterns on tuned and untuned instruments.</li> </ul>
<b>KNOWLEDGE</b> <a href="#">Year 2 Knowledge Organiser</a>	Use word phrases to help us make up our own rhythms. Slow down or speed up your beat to match the new tempo. Improvise by making up a piece of music on the spot.	Create music in pairs where one part sounds like a question and the next part sounds like an answer. Improvise by making up a piece of music on the spot.	Improvise by making up a piece of music on the spot. Group beats by doing actions, clapping on the first strongest beat and tapping our knees for the other two or three beats.	Children will be able to use word phrases to create rhythm patterns, use slow and fast tempos, improvise by making up a piece of music on the spot, use question and answer to improvise and use beat groupings.
<b>LESSON LINK</b>	<a href="#">Year 2 Term 6 Planning</a>	<a href="#">Year 2 Term 6 Planning</a>	<a href="#">Year 2 Term 6 Planning</a>	
<b>PROGRESSIVE VOCABULARY</b>	sing or clap tempo elements pulse/beat rhythm pitch	effect elements pulse/beat rhythm pitch tuned and untuned instruments	rhythmic tuned and untuned instruments effect	Articulate and recognise subject specific vocabulary

<b>CURRICULUM EXPERIENCES</b>	Singing	Body Percussion	Body Percussion	
<b>END POINT</b>	Children will be able to sing and clap improvised phrases.	Children will be able to clap call and response improvised phrases.	Children will be able to improvise using beat groupings.	

# BIRCHINGTON



CHURCH OF ENGLAND PRIMARY